

Bounce Cards

Himmele, P. and Himmele, W. (2011). *Total Participation Techniques: Making Every Student an Active Learner*, (pp. 68-70) Alexandria, VA: ASCD.

Use this to facilitate conversations after students complete their answers to questions using stems.

Pick up one of the Bounce cards from the middle of your table.

When I say go, I would like you to find a partner by the time I count down to one. Take your completed sentence stems and the card with you. When you find a partner, give them a fist bump and get back-to-back.

Cold call one student to repeat the directions. Once the student has shared, proceed.

Go!

Count down from 10 as students locate a partner.

Please look at the card in your hand. On the card are stems that will guide you through today's conversations.

When I say "Talk!," You will turn around and face each other. The student with the longest hair will share his/her completed sentence stems while their partner is listening closely. Once they have shared, his/her partner will choose one sentence stem from the Bounce section of the card to respond. The first partner then uses a stem from the Sum it Up section and responds. Finally, the shorter hair partner uses the Inquire section to finish the conversation.

Next... Once that conversation is completed, the partner with the shortest hair will share their completed sentence stems. The student with the longest hair will then respond to his/her ideas using a stem from the Bounce section of the card, and so on. When both conversations are completed turn back-to-back again.

Get a volunteer to help me model the process.

The process will go on until all ideas are shared and everyone is back-to-back.

Cold call a student for a teach-back (to repeat the directions).

Are there any questions?

Answer any questions students might have.

Say, "Talk!"

Walk around and monitor students as they go through the process.

Debrief by asking, "So, what were some of your ideas?"

Allow 2-3 pairs to share out. Once students have completed the activity, have them turn to their partners, shake hands and say thank you, and return to their seats.

As you have demonstrated through your analysis of the graph and responses, graphic representations of data help us to understand human activity, changes and patterns that occur over time, and can even help us develop new ideas.

Bounce

Take what your classmate(s) said and bounce an idea off of it. For example, you can start your sentence with—

- “That reminds me of...”
- “I agree, because...”
- “True. Another example is when...”
- “That’s a great point, and...”

Sum It Up

Rephrase what was just said in a shorter version. For example, you can start your sentences with—

- “I hear you saying that...”
- “So, if I understand you correctly...”
- “I like how you said...”

Inquire

Understand what your classmates mean by asking them questions. For example, you can start your questions with—

- “Can you tell me more about that?”
- “I’m not sure I understand...?”
- “I see your point, but what about...?”
- “Have you thought about...?”

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